



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

observed, as much space being accorded to the single campaign of Blenheim as to the discussion of the intellectual and artistic development of Holland, the reforms of Peter the Great in Russia, or the work of Colbert in France. In the maze of succeeding statements some are not always clear, as, for example, the assertion of Cromwell's triumph over the Rump, which, unexplained and not previously referred to, might leave the reader in doubt as to whether the term was used in its parliamentary or anatomical sense. Within its limitations the work has been well done, although not so satisfactory as the volume of Wakeman covering the same period. The press work and general appearance are all that could be desired in a textbook. Six maps, placed at the end of the volume, enable the reader to follow the geographical intricacies of the text.

D. L. PATTERSON

UNIVERSITY OF WISCONSIN

---

*Vocational and Moral Guidance.* By JESSE BUTTRICK DAVIS. Boston: Ginn & Co. \$1.25.

The book is the direct outgrowth of the experience of the author in attempting to solve the double problem of vocational and moral guidance. He shows, on the one hand, that the choice of a vocation is an all-important moral problem; on the other, that ethical instruction can best be associated, under present conditions, with the selection of a life-work. "Upon thought," he says, "all will grant that vocational guidance is in itself moral, and that moral guidance without application to life's purpose is of little value—the two are inseparable." He points out what is coming to be recognized more and more by thinking educators—that the school is partially responsible for the misfits in life and that it must therefore undertake seriously the task of finding for each youth the work for which he is best fitted. He shows, too, that the pupil must be led to look at the question of vocation, not merely from a narrow individualistic point of view, but from the point of view of humanity at large. The boy must be led to the idea of choosing that occupation in which he can best serve society. In a word, he regards it as most important, not to influence any young person toward any particular vocation, but to get him to take *seriously* the problem of the choice of a life-work.

The practical character of the book is at once apparent. In the first place, it outlines methods by which the individual boy or girl may be led to determine his bent. In the second place, Mr. Davis has, we think, made ethics as effective a subject of study as it can be under modern conditions, by combining it with vocational and what he terms "prevocational" instruction. Finally, he has imparted a new and live interest to the study of English composition; for he has woven his vocational and moral teaching around the work in English. Pupils are required to write essays on such subjects as "My Experiences in Earning Money," "My Natural Ability," "Trained Nursing," etc. The subjects are adapted to the different grades. In this work Principal Davis has

had the able co-operation of his teachers, some of whom have given accounts of their experiments in the "Contributions," which constitute over a third of the volume.

The book suffers slightly from two or three defects. The material does not seem to have been as thoroughly digested as might be. There is some unnecessary repetition, while, on the other hand, more frequent summaries would make clearer the important points. The volume contains a good many rather commonplace generalizations, generalizations which will ring all too familiarly in the ears of school men. Some of these broad assertions, too, Mr. Davis would find it difficult to prove, as, for example, "in spite of all, the old order is swiftly passing away before the more altruistic spirit of a modern age" (p. 99). One wishes that the author had devoted less space in the book to such rather careless generalizations, and a larger proportion to his own experiments and especially to the results which he has obtained.

Whatever its minor faults, however, the volume is forceful and timely. It leaves one with a desire to know the author and to study his system in Grand Rapids at first hand. His book ought to encourage school principals and teachers throughout the United States to give their serious attention to the problems of vocational and moral guidance.

JONATHAN FRENCH SCOTT

UNIVERSITY OF MICHIGAN

---

*Readings from American Literature.* By MARY EDWARDS CALHOUN and EMMA LEONORA MACLARNEY. Boston: Ginn & Co., 1915. Pp. xv+635. \$1.40.

It is always an ungracious thing to say of a book or a person that either is unnecessary, and yet the reviewer confesses he does not see the need of another anthology in American literature. If the present book were confined to some phase of our literary history which had not already been covered and covered well, it would be more welcome. It follows the standard and usually impossible task of attempting to illustrate literary development all the way from John Smith to James Whitcomb Riley, and as a result, the necessity of giving important things has led the editors to include little that is not easily available elsewhere. For the standard poets the present volume cannot hope to compete with Page's *Chief American Poets*; for the Colonial period it is not so complete as Cairns's *Early American Writers*, and for the usual prose classics studied in American literature classes it cannot replace the "Riverside Literature Series."

Considerations either of space or of copyright have prevented the editors from giving much space to the section headed "The Later National Period—Minor Writers." But it is here, unfortunately, that the one real need of classes lies: in the want of some kind of a guidebook which shall pilot them through the literary development of America since 1870, say. Our chief literary landmarks before that time are already mapped out and overmapped, but the average literary history huddles the later writers into a crowded final